Tidying

NRICH

Counting, matching numerals and amounts
Calculating
Shape properties





Children enjoy hunting for missing items or counting to excitingly high numbers at tidy up time.

Adults could can be involved in targeting children to support and challenge, as well as intervening opportunistically.

The Activity

If resources are organized in containers with numbers on labels showing how many there should be, then everyone can be involved in 'stock checks' to count and see if any are missing. 'Check point' number tracks help identify the missing number. Children can also match construction blocks or tools onto silhouettes or numbered trikes to their parking bays.

Encouraging mathematical thinking and reasoning.

Describing
So how many are there altogether?
Do you notice anything about the bigger numbers?

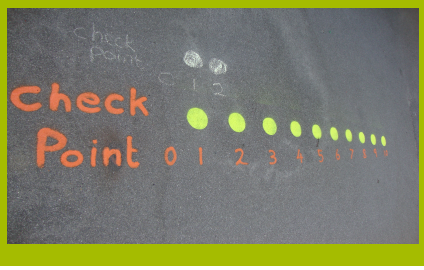
Recording
Can you keep track of how many we have found on your clipboard?

Reasoning
How many more do we need?
Do you think we have the right number yet, with those two?
How did you know we would have the right number?

Resources needed

If labels say '10 scissors' or '110 pieces of lego', challenges can be differentiated and children can just count as far as they can, for fun. Number lines with numbers of dots under the numerals will help as a reference and and giant 100 squares support counting to higher numbers.

A number track is useful to count things onto. children can identify the target number, count the objects onto the track, then count the empty spaces to find how many are missing. Outdoors a 'checkpoint' of numbered spots can be used for large things like trucks (see picture).



The Mathematical Journey

Number:

Counting:

- saying one number for each object
- remembering the pattern of the number sequence and
- understanding cardinality that the last number gives the total;

Matching numerals and amount:

- reading numerals with the purpose of seeing how many there should be

Subtraction - "how many more":

- progressing from one more to bigger missing numbers
- using fingers, visualising or counting on (this is the aspect of subtraction called "complementary addition" or "inverse of addition" . It involves seeing numbers as parts within wholes.)

Shape properties:

- noticing similarities and matching the 2D face of an object to an outline or silhouette.

Additional resources

Calculators can be used to support counting, like a clicker tally, by pressing + 1 =, then pressing =

And more ways into the same mathematics

Children can help organise , count and make the labels for resources in the classroom, outdoors or a role play area, such as a shop.

Photo Acknowledgements:-http://nymetropolista.com/wp-content/uploads/2010/03/children-class.jpg http://www.schoolpsychologyblog. com/wp-content/uploads/2009/07/school-readiness_web.jpg http://www.parentingstyles.co.uk/images/18907.jpghttp://abcphoneticblog.com/wp-content/uploads/2011/04/activity2.jpghttp://cdn.sheknows.com/articles/crave/600x399_kids_school.jpg